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ABSTRACT

Findings of a national survey that gathered information about the status of volunteer and partnership programs are presented in this report. Data were derived from a survey that was mailed to 1,532 school districts during March to August 1991. Out of 1,337 usable responses, 738 districts indicated the existence of partnerships during the 1989-90 school year. Each school provided information about the type of area served, number of volunteers, the dollar value of goods and services realized, type of sponsors, contacts, objectives and activities, and target populations. Findings indicate that partnership program activities were closely related to the needs identified in the national education goals--improved academic achievement in the content subjects, substance abuse prevention, and dropout reduction. The importance of business/community groups' contributions to educational improvement is confirmed and recommendations are made. Also included are the National Association of Partners in Education, Inc. (NAPE) mission statement and lists of its board of directors and publications. Twelve figures are included. Appendices contain the National Center for Education Statistics (NCES) 1989 survey report, a standard error chart and nine tables of survey findings, and a copy of the NAPE survey. (LMI)

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ED346550

National School District Partnership Survey

Statistical Report
November 1991

from

The National Association of Partners in Education, Inc.

EA 023 899

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This survey report was made possible through a generous grant from the U.S. Department of Education and additional corporate support from:

Rockwell International Corporation
AutoZone, Inc.
NYNEX Corporation

Colleagues,

After years of anticipation, it is my pleasure to introduce results of this first national survey to detail the role volunteer and partnership programs play in providing quality public education.

During the past 10 years, those individuals involved in the school volunteer and partnership movement have been calling for information that would help them expand initiatives, improve existing programs and overall increase their networking capabilities — all of which assist education's mission of meeting the academic needs of students, while improving students' social skills, cultural development and ability to be productive citizens in our everchanging workplace. The evolution of what is now the **National Association of Partners in Education** has created a system to provide this information service. The 1988 merger of the 20-year-old National School Volunteer Program and the National Symposium on Partnerships in Education unified a wealth of expertise, leadership and nationwide contacts. And since 1988, NAPE has been building on these resources through initiation of a computerized database. The new partnership survey through a grant from the U.S. Department of Education and corporate sponsors Rockwell International Corporation, AutoZone, Inc. and NYNEX Corporation augments NAPE's position as the only national clearinghouse for school volunteer and partnership programs. In addition, the database compliments NAPE's other services of training and technical assistance, national and regional conferences, policy advocacy and membership communications.

On the following pages you will find survey information on the objectives and activities in the various areas of educational support — curriculum and instruction, direct student contact, professional development and district-wide policy initiatives. In addition, there are highlights of the numbers of volunteers, what group(s) are most involved in partnerships and the number of students touched by these programs.

Taking the basics of the survey a step further, it is important to understand how partnership programs fit in with today's restructuring movement. From the survey results, it is apparent that communities are striving to meet identified needs in America's six national education goals, particularly in the areas of mathematics, science, language arts and workforce readiness.

Partnerships are making a difference for students, teachers, administrators, and their communities. And, the reciprocal is that the partner relationships are making a difference for the private sector — mostly by increasing business' awareness as to the sometimes desperate needs of schools and the students they serve.

NAPE is anxious to continue serving partnership programs and looks forward to the challenge of providing leadership for the partnership movement as we move towards the year 2000.

Sincerely yours,

Daniel W. Merenda

Daniel W. Merenda
NAPE Executive Director

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Highlights

- In the 1989-90 school year, over half — 51 percent — of America's school districts had active partnership programs.
- Partnership programs involve the impressive total of approximately 2.6 million volunteers.
- An estimated 29.7 million students, or 65 percent of the total number of students in American schools, attended districts that had active educational partnerships.
- Partnership programs are more prevalent in urban areas, but the number of volunteers involved is considerably higher in suburban areas.
- The combined value of the goods and services contributed in 1989-90 by the sponsors of partnership programs was nearly $1 billion.
- The most frequently cited sponsors of partnership programs are parent organizations, confirming the continued vital role parents play in the nation's schools.
- Partnership programs are heavily involved in the substantive areas of education as revealed by the following findings:

  65 percent of the districts with partnerships included the improvement of achievement as an objective of their programs at the elementary level;

  37 percent of the districts with partnerships included improved career awareness as an objective at the high school level and 39 percent of those districts included career-related activities such as job shadowing and career day programs;

  41 percent of all districts with partnership programs provided tutoring to students as one of their activities at the elementary level.

- Partnership programs are closely tied to the national goals as shown in the strong emphasis on academic achievement in the content subjects, and the high percentages of districts whose partnership programs address the prevention of substance abuse and the reduction of the dropout rate as major objectives.

The National Association of Partners in Education

The National Association of Partners in Education (NAPE), a nonprofit organization with headquarters in Alexandria, Virginia, was formed in 1988 as a merger of the 20 year old National School Volunteer Program and the National Symposium on Partnerships in Education previously sponsored by the Presidential Board of Advisors on Private Sector Initiatives. With strong support from its honorary chair, First Lady Barbara Bush, and active corporate, educational and community leaders on its Board of Directors, NAPE is the only national organization devoted solely to the mission of enhancing and expanding educational partnerships in America's schools.

In addition to grants from businesses and foundations to support activities such as project development, training, research, publications and technical assistance, NAPE received a major grant from the U.S. Department of Education through which it was designated as the National Center for Leadership in School Volunteer and Partnership Programs. As one of the components of that grant, NAPE has established a database of partnership programs which is being expanded through additional funding from Rockwell International Corporation, AutoZone, Inc., and NYNEX Corporation. Other activities under this grant include teacher training institutes, regional conferences, and a video library for training in partnership program development.

The NAPE National Symposium on Partnerships in Education, now in its eighth year, continues to be the major conference on educational partnerships in America. Involvement of a contingent from the United Kingdom in the Symposium has led to the planning of an international conference that will be held in England in 1992.

The completion of this first NAPE survey expands the information available in the NAPE database. NAPE plans to conduct a similar survey on an annual basis to maintain the timeliness and high quality of this valuable resource.

ACKNOWLEDGEMENTS

The National Association of Partners in Education acknowledges the valuable assistance of the National Center for Education Statistics (NCES) of the U.S. Department of Education in the completion of this project. NAPE is especially grateful to Steven Kaufman, senior math statistician at NCES, for his help in the areas of definition, sampling and statistical advice. NAPE also expresses its appreciation to NCES for its consultation on the survey and reviewing this report.

NAPE is also indebted to Dr. Susan D. Otterbourg, president of Delman Educational Communications, for her assistance in designing the form used for this survey; and Dr. Eileen M. Ahearn, consultant, for analysis and writing of the final report. Staff assistant for the survey was René E. Ward, database manager.

Report design and layout by Janet D. Cox, NAPE coordinator of communications.

Introduction

Local control of public schools is a fundamental principle of the American education system, and communities have always been involved to some degree in the operation of their schools. In the past, most of that involvement took the form of unorganized volunteer efforts of parents and other citizens who had some amount of time available to help with routine tasks or fund raising for their local schools. However, social and economic changes since the 1970's severely limited that resource, and the schools became more and more isolated from the adult community.

Numerous reports on the status of education in the 1980's revealed that American schools were having problems providing students with the knowledge and skills needed to succeed in the new information age. Individual citizens and the business community were awakened to the magnitude of the problems in American education resulting in a renewed awareness of the importance of adult involvement in the work of the schools.

A major response to the defined needs has been the formation of organized volunteer and partnership programs through which millions of adults have invested their time and effort to assist in the daily operation of their local schools. To provide current data on this rapidly expanding feature of American schools, the National Association of Partners in Education, under a grant from the U.S. Department of Education designating NAPE as the National Center for Leadership in Volunteer and Partnership Programs, conducted a survey of partnership programs in school districts across the United States during the 1989-90 school year. This report contains the full results of that survey and an analysis of the findings.

Other efforts have been made in the past to measure the extent of the partnership in education movement. In February, 1989, the National Center for Education Statistics released a report, *Educational Partnerships in Public Elementary and Secondary Schools*, containing the results of a survey on the incidence and activities of partnerships during the 1987-88 school year. That survey also asked schools to report their involvement in partnerships in 1983-84. While it might be valuable to contrast the sets of findings from the two surveys, the results are not directly comparable because the surveys differed significantly in content and in units of measurement (individual schools versus school districts). However, in the interest of providing an historical perspective on the partnership movement, the results of the 1989 NCES report are summarized in Appendix A of this report.

Survey Design and Methodology

The NAPE National School District Partnership Program Survey was conducted to provide current data on the status of the partnership movement nationwide and to supplement and update the information contained in NAPE's database on educational partnerships. (See Appendix C for a copy of the Survey Form.)

The reporting unit for the survey was the school district, defined as an educational agency at the local level that exists primarily to provide free public elementary and secondary education for school age children residing within its jurisdiction. A school district is also referred to as a local basic administrative unit or a local education agency (LEA).

The definition used for "partnership" was the one that has been applied consistently by NAPE for this term. A partnership is a mutually supportive arrangement between individual volunteers, businesses, government agencies, and community organizations with a school or school district often in the form of a written contract in which partners commit themselves to specific objectives and activities intended to benefit students.

Each district in the survey provided basic information including the type of area served, the number of volunteers in its partnerships, and the dollar value of the goods and services realized from those partnerships.

The type of metropolitan area was broken down into three categories:

URBAN - a district that primarily serves a central city of a metropolitan statistical area which is defined as an area that has a city of at least 50,000 population or an urbanized area of at least 50,000 with a total metropolitan population of at least 100,000;

SUBURBAN - a district that serves a metropolitan statistical area but not its central city; and,

RURAL - a district serving an area that is not included in the definition of urban or suburban.

Each respondent also completed a checklist designating the type of sponsors participating in its partnerships. Further, the survey requested contact information for the coordinator for partnership programs if an individual was designated for that responsibility within the district. It was assumed that a district did not have a designated coordinator if this item was left blank.

The bulk of the items on the survey form referred to the objectives and activities included in partnership programs. Respondents were asked to check off the objectives and activities that pertained to their partnership programs in the categories used by NAPE to describe the areas of school life in which partnership programs usually operate:

Direct Student Support — involves working with students one-on-one or in groups to remediate skills, motivate performance or enrich the curriculum;

Curriculum and Instruction — refers to those programs in which partners with technical expertise develop supplemental instructional materials in fields such as science and mathematics to augment the regular school curriculum and textbooks;

Professional Development — programs that are targeted to teachers and administrators to improve or increase their skills; and,

District-wide policy/program initiatives — pertains to programs in which partners assist school districts in supporting change or serving on key advisory groups in areas such as budget, policy development or school site councils.

(For a more complete description of these categories, see *A Practical Guide to Creating and Managing a Business/Education Partnership* written by N. McDonald *et al.*, published by NAPE in 1990.)

The matrix of objectives and activities in these categories was further divided into target populations. The target groups included on the checklist were school levels, parents, teachers and administration. Definitions used for the levels are as follows:

Preschool — a group or class that is part of a public school program and is taught during the year or years preceding kindergarten;

Elementary — a school composed of any span of grades not above grade 8;

Middle School — a school whose grades range from a low of 4 to 7 to a high of 4 to 9; and

High School — a secondary school offering the final years of high school work necessary for graduation.

The survey form was mailed in late March, 1991 to a sample of 1,532 urban, suburban and rural school districts selected from the field of approximately 16,967 school districts in the Common Core of Data (CCD) maintained by the NCES. Before the selection was made, the districts in the CCD were sorted by census region, agency type and total number of students. Districts outside the 50 states and the District of Columbia were excluded. To obtain a balanced group from the three educational levels so that estimates could be obtained, every third entry was chosen from the urban list, every eleventh from the suburban list and every fourteenth from the rural districts. The resulting totals were 207 urban districts, 475 suburban districts and 655 rural districts.

A second mailing occurred in mid-April, 1991 and a final mailing on May 1, 1991. Telephone follow-up of non-respondents began in early May. Districts returning forms without complete information were first contacted by telephone for further clarification. If information could not be obtained, they were considered non-responses and eliminated. If a returned survey form lacked only the entry of dollar value for the partnership goods and services, the figure for dollar value of volunteer services was calculated on the basis of the number of volunteers. A value of $20 per hour for professional/business volunteers and $10 per hour for any other was multiplied by the number of hours worked per week and then by 26, the average number of weeks in a school year, to obtain the total value of the volunteer services performed for the school district. The dollar value of goods contributed by the partnership was not calculated.

Data collection was completed in late August, 1991. The overall response rate was 91 percent, meeting the standard for a statistically valid survey. There were 67 ineligible respondents that were not actual school districts and they were eliminated leaving a total of 1,337 participating districts. Among those participating school districts, 738 indicated that they had partnerships in the 1989-90 school year. School districts that reported they had no partnership programs in that year completed only the requested

demographic information. The survey data was weighted to reflect the sampling rates and then adjusted for non-responses.

The NCES calculated the standard error, a measure of the variability due to sampling when estimating a statistic, for sections of the data collected in this survey. The standard error indicates how much variance there is in the population of possible estimates of a parameter for a given size sample. Standard errors can be used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval.

Estimates of standard errors were computed using a variance estimation software package for complex survey data known as SUDAAN (Survey Data Analysis) which uses Taylor Series Approximation. The tables in Appendix B present standard errors for some statistics obtained in this survey.

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. While general sampling theory can be used to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure. During the design of the survey, an effort was made to check for consistency of interpretation.

Survey Findings

General Characteristics of Educational Partnerships

The results of the survey confirm the fact that educational partnerships are rapidly becoming a significant component of elementary and secondary schools throughout the United States. Over half of America's school districts (51 percent) have active partnership programs involving an impressive total of 2,598,296 volunteers.

An estimated 29.7 million students, or 65 percent of the total number of American students, attend school districts that have educational partnerships. Analysis by type of metropolitan area served yields the following breakdown of this total: 8,785,319 or 30 percent of these students live in urban areas; 14,773,981 or 50 percent live in suburban districts; and, 6,149,677 or 20 percent are students in rural districts. These findings are graphed in Figures 1 and 2.

FIGURE 1

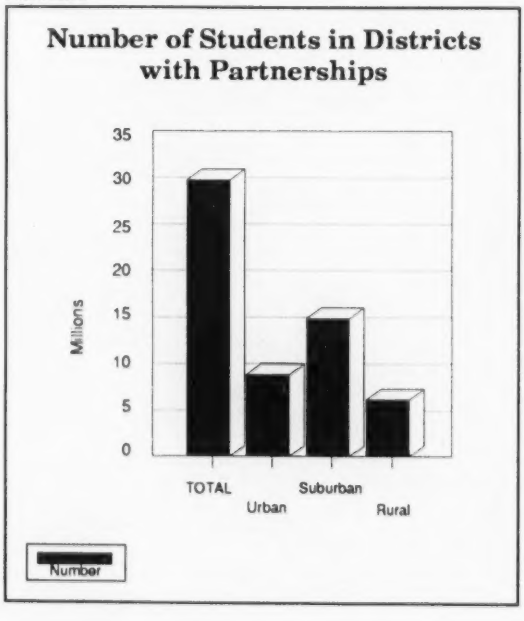
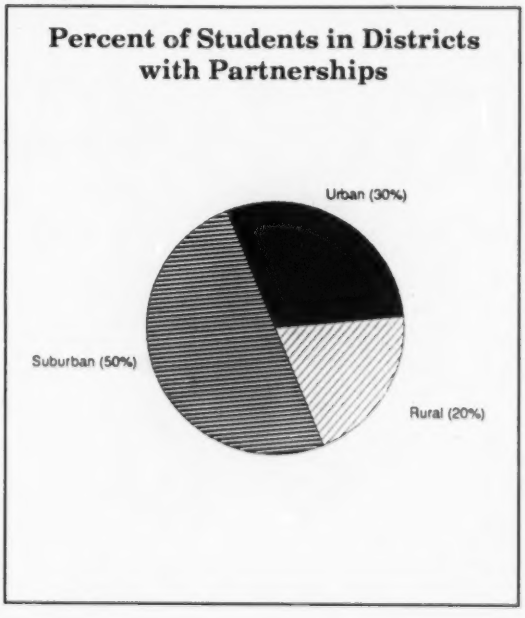


FIGURE 2



When the reports of prevalence were analyzed by the metropolitan status of the district's area, distinct differences were found as illustrated in Figures 3, 4 and 5. Partnership programs exist in 79 percent of urban districts, 58 percent of suburban districts but in only 45 percent of rural districts. Notable differences were also found when the data were analyzed for the approximately 4.6 million individuals who contribute their time to their school systems: the number of suburban district volunteers (1,522,379 or 59 percent) was considerably larger than that of urban (730,757 or 28 percent) and rural district volunteers (345,159 or 13 percent).

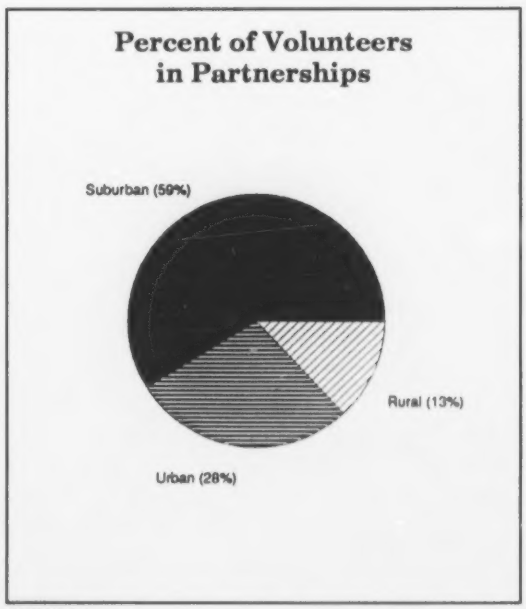


FIGURE 4

FIGURE 3

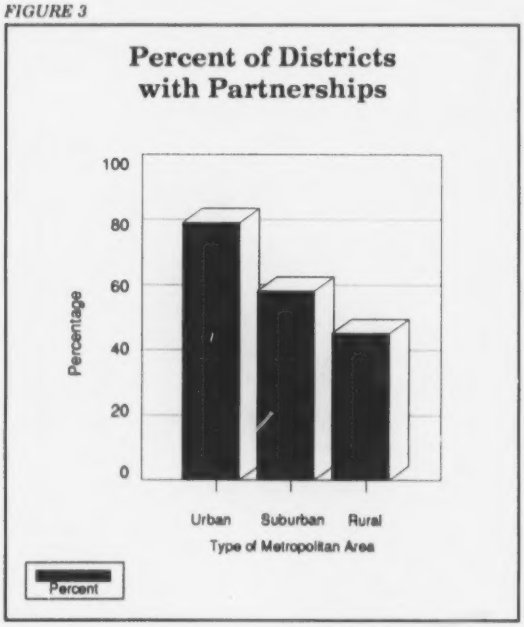
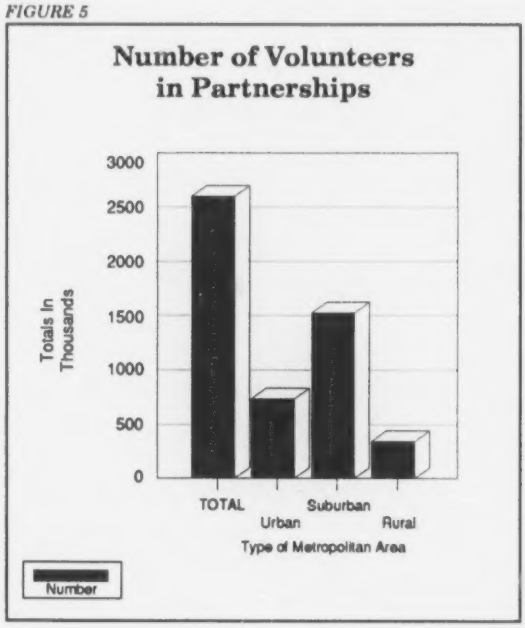


FIGURE 5



The combined value of the goods and services contributed by the partners in these programs is approximately $924,514,184 which represents a substantial asset available to the students and faculty of schools that have partnership programs. Differences were also apparent in the dollar value of the goods and services provided through partnership programs when this item was viewed by type of area the district served. This value in suburban districts —$505,119,790 — far outpaced either of the other two areas. There was only a relatively small difference between the rural ($219,340,076) and urban ($200,054,318) amounts. These findings are pictured in Figure 6.

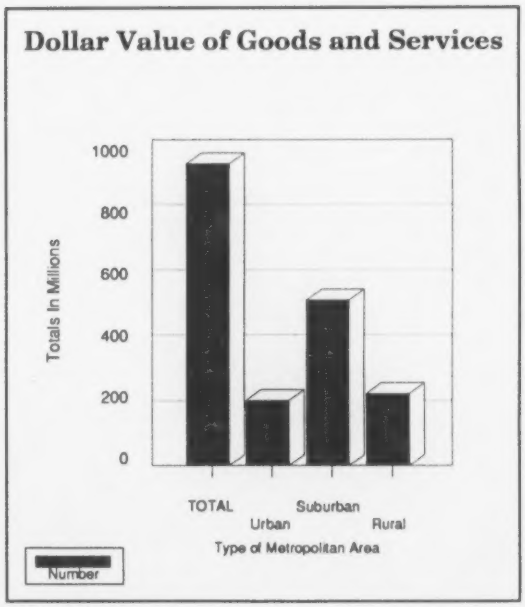
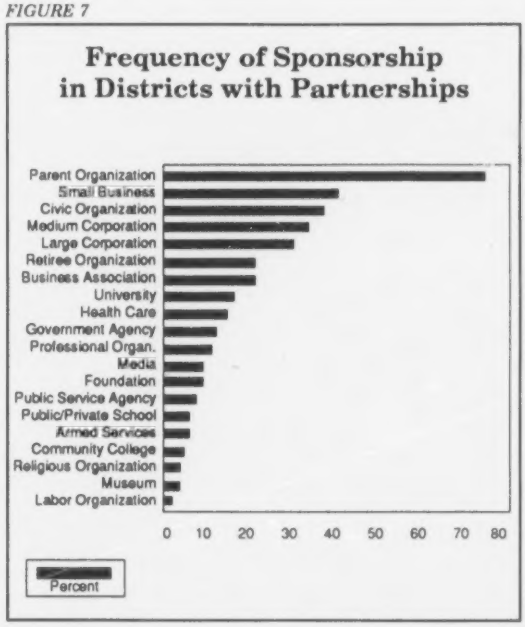


FIGURE 6

Districts identified their partners from among the 20 categories listed on the survey form. Figure 7 illustrates the responses to this item. In general, the most frequently cited partners for districts are parent organizations, businesses and corporations, and civic and business associations. Almost two-thirds of the districts that had partnerships indicated that a parent organization was one of their partners. The next most prevalent partner was small businesses (those with fewer than 50 employees) which are the partners in 41 percent of the school districts, followed closely by medium corporations (with between 50 and 500 employees) at 34 percent, and large corporations (employing over 500) at 29 percent. Civic and business organizations, groups that are clearly related to the businesses of the district, were the others with the highest percentages — 38 percent and 23 percent of the overall number. This survey confirms a substantial involvement of the business community in the work of the public schools. Religious and labor organizations and museums were the least common partners for districts, constituting only 3 percent to 5 percent of the total.

FIGURE 7



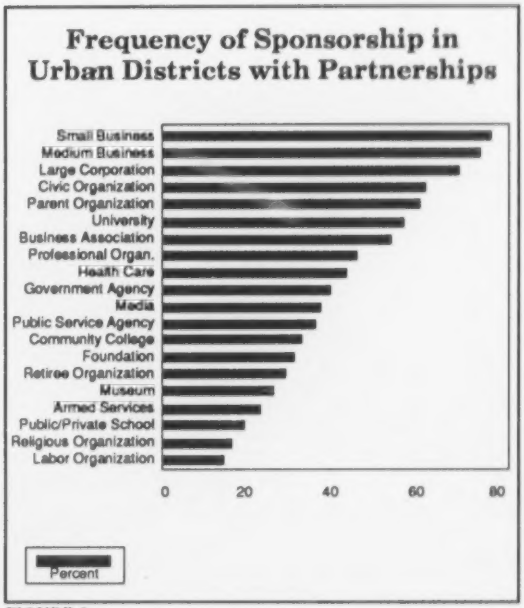


FIGURE 8

As Figures 8, 9, and 10 show, several differences were found for type of partners when the information was broken down by type of area served. Partnerships with small, medium and large businesses occupied the three highest ranks in urban districts — 76 percent, 74 percent and 71 percent respectively.

Sponsorship by parent organizations, which was the number one type cited by suburban (71 percent) and rural (78 percent) districts, ranked only fifth in urban districts, constituting 62 percent of their partners. This finding appears to be in accordance with the often cited lower participation of urban parents in their school systems when contrasted with non-urban areas.

FIGURE 9

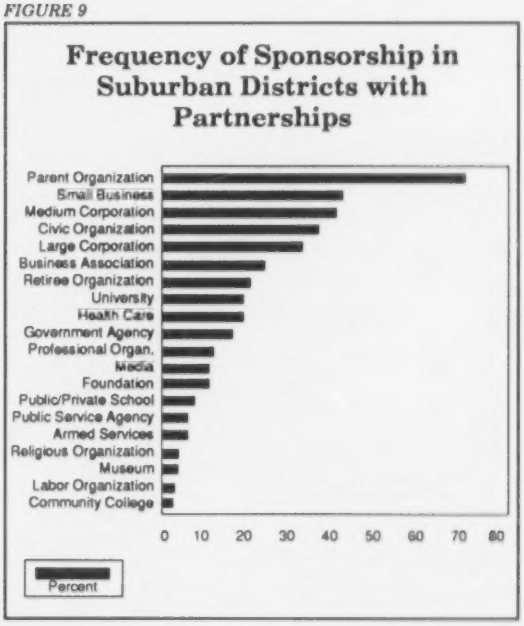
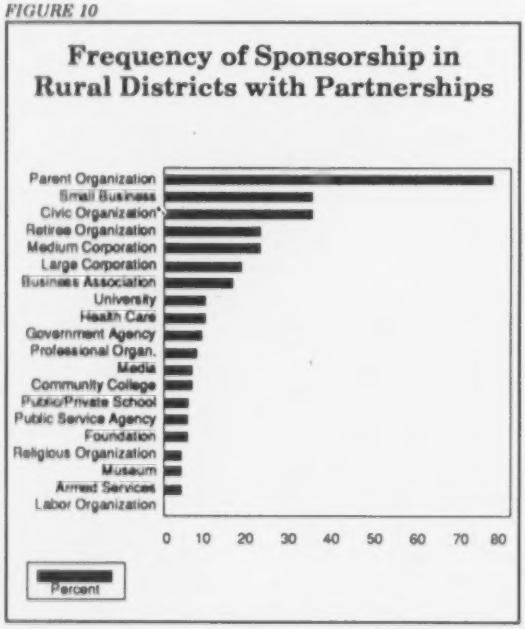


FIGURE 10



Of all the districts that had partnerships, 34 percent reported that they had a designated coordinator for their programs. Again, the differences in results on this item based on type of metropolitan area were large: 70 percent for urban, 34 percent for suburban and 30 percent for rural. (See Figure 11.) However, these discrepancies may reflect the influence of other factors. Urban districts are more likely to be large and organizationally complex, resulting in the more frequent specific assignment of an individual to assume the responsibility for coordinating their partnership programs.

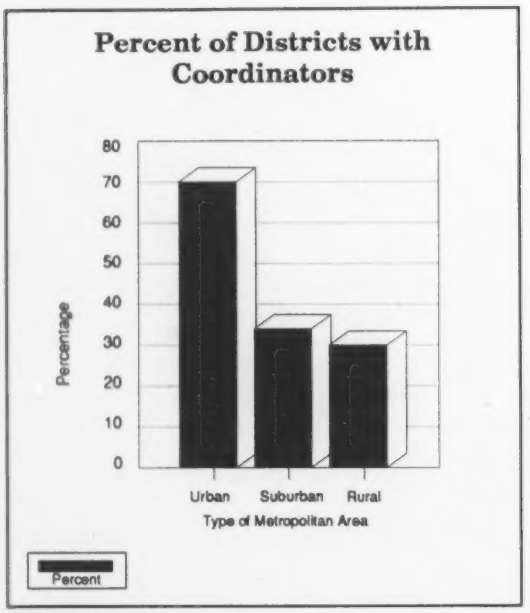


FIGURE 11

The analysis of these findings by type of area confirms the considerably higher involvement of the suburban community in its schools than either of the other two types of districts both in human investment and other types of resources contributed to the educational effort.

Content of Educational Partnership Programs

School districts participating in this survey provided information on the content of their partnership programs within four program area categories: direct student support, curriculum and instruction, professional development, and district-wide policy/program initiatives. Objectives and activities were listed for each program, and items were checked indicating the target population for each one.

Overall, partnership programs focus heavily in areas that affect students directly. As Figure 12 shows, well over one-half of the districts that have partnerships include objectives and activities in the areas of direct student support and curriculum and instruction. It is also important to note the amount of involvement of partnerships in educational policy-making — 22 percent of districts that have partnerships reported involvement in this area. Survey results also identify an area that has potential for expansion: the current involvement of partnerships in professional development for teachers and administrators occurs in only 14 percent of districts that have partnerships.

Direct Student Support — An overview of the total results reveals that partnership programs are concentrated heavily in substantive areas of education. At the elementary and middle school levels, the improvement of achievement and the increase of resources were the objectives most often included in partnership programs that focused on the area of direct student support. A total of 65 percent of districts with partnerships included achievement improvement as a goal of their programs at the elementary level. At the high school level, a strong emphasis was placed on career-related objectives such as career awareness, job training and shadowing, and internships. Tutoring, mentoring and special awards for achievement were the most frequently mentioned activities at the other levels. Partnership programs in this category showed little variation in objectives and activities across the three types of metropolitan areas.

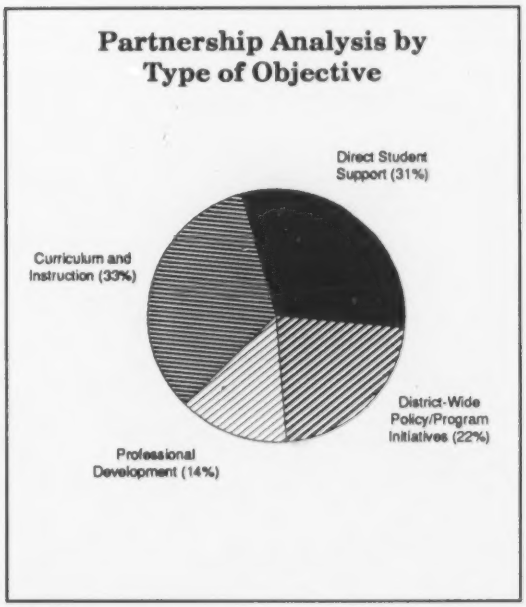

Partnership Analysis by Type of Objective
Direct Student Support (31%)
Curriculum and Instruction (33%)
District-Wide Policy/Program Initiatives (22%)
Professional Development (14%)

FIGURE 12

Curriculum and Instruction — Results in this category also confirm the strong emphasis on academic concerns in partnership programs. Improvement of the learning environment was the objective most often indicated at all levels by districts that had programs and, aside from a slightly stronger emphasis on basic skills in urban settings, this holds true across the three types of metropolitan areas. The indication of priority given to activities involving guest

speakers, lecturers and demonstrators suggests the high degree of personal investment made in these programs by the participating business or organization. Tours and field trips related to curriculum areas at the elementary and middle school levels were also mentioned frequently as activities.

Professional Development — Programs in the category of professional development received the lowest priority for survey participants. Staff recognition activities were mentioned by 34 percent of urban and 13 percent of suburban districts as a partnership component, but the incidence of this type of activity was even lower in rural districts where it was included in only 8 percent of the programs. Slightly more rural programs (10 percent) offer workshops and conferences as a part of their partnership programs, whereas this component was virtually absent from suburban efforts.

District-wide Policy/Program Initiatives — Partnerships in the district-wide policy/program area focused strongly on reducing drop-out rates and preventing substance abuse. Of all districts that had partnership programs, drop-out prevention was a goal in 24 percent of elementary, 26 percent of middle and 30 percent of high schools. Percentages in urban schools were much higher: 41 percent of elementary, 54 percent of middle and 63 percent of high schools targeted lowering their drop-out rate. It is interesting to observe that 12 percent of urban districts have partnerships for the preschool level with reduction of the drop-out rate as an objective. Such early intervention is a frequent recommendation for prevention of this problem.

Similarly, a higher percentage of urban districts focused objectives and activities in the area of prevention of substance abuse: 58 percent of high schools, 59 percent of elementary schools and 60 percent of middle schools in urban districts had partnerships that included a focus on substance abuse prevention in their programs. Objectives for these areas were implemented through a variety of activities including school and community service and special events.

At the preschool level, the survey revealed little or no participation in the partnership movement. For all districts that had partnerships, less than 5 percent indicated any objectives or activities in their programs for preschoolers, although figures were just slightly higher for urban districts. This apparent absence of involvement at the preschool level may, however, be a function of the general lack of programming for preschool age children within public school systems especially in rural and suburban areas.

Programs for special education students were only slightly more common than those for preschoolers. This target population is included in academic related components of partnership programs in only about 20 percent of districts and this inclusion is strongest in urban areas. Similarly, the survey indicated little involvement with bilingual students. The only item referring to this population was a curriculum and instruction objective on enriching English fluency. Less than 10 percent of the total number of districts with partnerships checked this item although, again, the percentage in urban areas was higher — 33 percent to 36 percent for the three school levels. In addition, survey results suggest that the partnership movement has become involved very little in educational research. Items concentrating on research as an objective or an activity were included in less than 5 percent of district partnership programs.

Relationship of Partnerships to the National Education Goals

In 1989, the President of the United States and the nation's Governors established a set of six goals to be achieved for American education by the year 2000. These goals address school readiness, the drop-out rate, subject competencies, science and math performance, adult literacy and the elimination of drugs and violence from schools. In October, 1991, the National Education Goals Panel issued its first report on progress toward those goals. Measurement information was not available in most of the areas, but some assessments were made and baselines were established.

Survey results indicate that the activities of partnership programs are closely related to the needs identified in the national goals. Two of the areas cited in the Goals Report as showing some improvement were high school completion rates and a decline in student drug use. As mentioned earlier, a large percent of districts include these two areas as high priorities in their partnership programs. It is reasonable to conclude that partnership program activities in these areas are contributing to the improvements cited in the Goals Report.

The strong emphasis in partnership programs on support for academic achievement addresses all the content areas of the goals. The survey reveals a very heavy emphasis in partnership programs in the areas of math/science and literacy achievement through programs in reading and language arts. Of all schools that had partnership programs, math/science objectives were addressed in 48 percent of the programs at the elementary level, and 29 percent of programs at middle and high school levels. In urban districts, the focus on these content areas was even stronger: 59 percent for elementary, 60 percent for middle and 62 percent for high schools. Reading/language arts objectives were also a component of partnership programs in a high percentage of all districts especially at the elementary level.

It can be said that partnership is a critical concept in the school improvement effort. Governor Roy Romer of Colorado, Chair of the National Education Goals Panel for 1990-91 said in his introduction to the Executive Summary of the first Goals Report issued in October, 1991, "If the nation is to measure up to the technical and economic demands of the next century, we must all get involved — public officials, educators, parents, business and community leaders, and students alike — to meet this challenge." He concluded that "Achieving these Goals requires a sustained partnership of government policy and individual and community commitment. Such a partnership requires that we make education the most important business in the nation, in our states, and in our individual lives."

Conclusion

The NAPE National School District Partnership Program Survey is a first step in response to the recommendation of the recent study, *Volunteers in Public Schools*,mandated by Congress and completed by the National Research Council. That study found that the use of volunteers in schools "is a serious response to serious educational problems that face the nation today and for some time to come," and it called for the collection of adequate statistics on the use of school volunteers. The NAPE survey confirms the importance of the contribution made by business and community groups and the substantive nature of their involvement in the educational process. The information it provides can become a valuable tool for use in future planning and policy development.

Recommendations

On the basis of the findings of the survey and the knowledge gained in collecting and analyzing the data, the National Association of Partners in Education has developed a series of recommendations.

In accordance with Governor Roy Romer's caveat in the first Goals Report that achieving the national goals will require the involvement of everyone — public officials, educators, parents, business and community leaders, and students, NAPE recommends:

- *that policy makers at the federal, state and local levels take steps to adopt policies which support the development and use of partnership programs; and*
- *that school district administrators design partnership programs to complement and support the achievement of the national goals.*

In view of the need for accurate and current information for assessing and planning in education, NAPE recommends:

- *that the NAPE survey be repeated on an annual basis to provide current planning data on partnership programs; and*
- *that Congress encourage and support more emphasis on the research and evaluation of partnership programs.*

With the increasing pressure on school district financial resources, and recognizing that education is a state and local responsibility, NAPE recommends:

- *that Congress fund the states to enable them to continue and expand partnerships.*

In view of the findings of this survey that the partnership movement is only minimally involved at the preschool level, and to address the national goal for improved readiness for school entry, NAPE recommends:

- *that school districts expand their partnership efforts to include a greater programmatic focus on the preschool level.*

To address the survey result that revealed the lower involvement of parents in urban districts when contrasted with suburban and rural districts, NAPE recommends:

- *that an added emphasis be placed on the development of partnerships with parents in urban districts as a mechanism to increase citizen involvement in urban schools.*

Given the small percentage of partnerships sponsored by labor organizations, NAPE recommends:

- *that school officials who manage volunteer and partnership activities tap the substantial pool of local labor organization members for their programs.*

Mission Statement

The National Association of Partners in Education, Inc. provides leadership in the formation and growth of effective partnerships that ensure success for all students.

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For more information on these and other NAPE publications contact:

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Appendix A

Education Partnerships in Public Elementary and Secondary Schools (1987-88)

The National Center for Education Statistics (NCES) survey report, *Education Partnerships in Public Elementary and Secondary Schools*, analyzes data collected under a contract with Westat, Inc. on the status of the partnership movement in the 1987-88 school year. Because of differences in the unit of measurement and the content of that survey, the results are not directly comparable to the NAPE study of partnerships covering the 1989-90 school year. However, a summary of the NCES survey results is included in this document in the interest of providing a more complete picture of the development of the partnership movement.

The NCES survey concentrated on individual schools and collected data on the number of partnerships, the type of services they provided, their sponsors, and other related areas. The survey excluded from the definition of education partnership those partnerships involving any parent organization such as the PTA and any business involvement with vocational education programs. The data was further analyzed by geographic region, metropolitan status of the school's area (urban, suburban, rural), size of school enrollment, and percentage of students eligible for free or reduced-priced lunches. Also, the survey asked schools to indicate the number of partnerships that had existed in their schools in the 1983-84 school year.

The NCES survey report documents the remarkable growth of educational partnerships between the 1983-84 and 1987-88 school years. The number of partnerships increased from 42,200 to 140,800, and the participation in the partnership movement increased from 17 percent to 40 percent of the nation's schools. The partnerships directly involved over 9 million students which represented 24 percent of all public school students. Businesses sponsored 52 percent of those partnerships in the following order: small business, 22 percent; medium-sized, 16 percent; and, large businesses, 14 percent.

The NCES survey also found that schools with high poverty levels were more likely to have partnerships than those with low levels of poverty. The two most frequent types of support reported by schools with partnerships were a) guest speakers, special demonstrations, or use of the partners' facilities (including tours), and b) special awards, scholarships, or incentives for students.

The report of this study, issued in February, 1989, is available from the U.S. Department of Education, Office of Educational Research and Improvement (CS 89-060).

Appendix B

Standard Error Chart and Tables of Survey Findings

Selected Standard Errors

District & Partnership Characteristics	TOTAL	URBAN	SUBURBAN	RURAL
1. Distribution of school districts by type of area	236	19	134	193
2. Percentage of districts that had a partnership program in 1989-90 school year	1.4	2.8	2.3	1.9
3. Approximate number of volunteers in partnership programs	237,241	96,041	211,540	48,065
4. Approximate dollar value of goods and services	$107,291,798	$39,446,715	$91,933,205	$38,778,503
5. Percentage of districts that have partnerships by Types of Partners:				
Large Corporation (500+ employees)	1.7	2.9	2.9	2.3
Medium Corporation (50-500 employees)	1.8	3.5	3.0	2.5
Small Business (less than 50 employees)	1.9	3.4	3.0	2.8
Business Association (Chamber of Commerce, etc.)	1.6	3.9	2.7	2.2
Professional Organization	1.2	3.9	2.1	1.5
Civic Organization or Service Club	1.9	3.8	3.0	2.8
Labor Organization	.6	2.9	1.1	.8
Health Care Organization	1.4	3.9	2.4	1.8
Foundation	1.1	3.6	2.0	1.3
Museum or Other Cultural Organization	.8	3.5	1.4	1.0
Armed Services	.9	3.4	1.7	1.1
College or University (4-year)	1.4	3.8	2.5	1.8
Community College	1.1	3.7	1.9	1.4
Religious Organization	.8	2.9	1.3	1.0
Parent Organization	1.7	3.8	2.7	2.4
Retiree Organization	1.7	3.6	2.5	2.5
Public/Private School	1.0	3.1	1.7	1.3
Government Agency	1.3	3.8	2.3	1.7
Public Service Agency (utility, etc.)	1.0	3.8	1.7	1.3
Media/Publishing	1.1	3.8	2.0	1.4

TABLE 1

Partnership Program Characteristics

District & Partnership Characteristics	TOTAL	URBAN	SUBURBAN	RURAL
1. Distribution of school districts by type of area	1337	207	475	655
2. Percentage of districts that had a partnership program in 1989-90 school year	51	79	58	45
3. Approximate number of volunteers in partnership programs	2,598,296	730,757	1,522,379	345,159
4. Approximate dollar value of goods and services	$924,514,184	$200,054,318	$505,119,790	$219,340,076
5. Percentage of districts that have partnerships by Types of Partners:				
Large Corporation (500+ employees)	29	71	34	19
Medium Corporation (50-500 employees)	34	74	42	23
Small Business (less than 50 employees)	41	76	43	35
Business Association (Chamber of Commerce, etc.)	23	56	26	16
Professional Organization	12	47	13	7
Civic Organization or Service Club	38	63	38	35
Labor Organization	3	16	4	0
Health Care Organization	16	44	20	10
Foundation	10	32	12	5
Museum or Other Cultural Organization	5	28	5	3
Armed Services	7	25	8	3
College or University (4-year)	17	59	20	10
Community College	6	33	3	6
Religious Organization	5	17	5	3
Parent Organization	74	62	71	78
Retiree Organization	23	30	21	23
Public/Private School	7	20	9	5
Government Agency	14	40	18	9
Public Service Agency (utility, etc.)	9	37	8	5
Media/Publishing	10	38	12	6
Other				
6. Districts that designated a coordinator for partnership programs	34	70	34	30

TABLE 2

Partnership Program Objectives: Urban, Suburban and Rural Combined

Partnership Program Area	Preschool	Elementary	Middle School	High School	Special Education	Parents	Teachers	Administrators
A. DIRECT STUDENT SUPPORT OBJECTIVES								
1. Improve Achievement	6	65	39	35	22	9	5	3
2. Improve Behavior and Attitudes	5	58	34	31	20	7	3	2
3. Improve Grades	4	51	32	27	17	6	2	2
4. Improve Career Awareness	2	20	25	37	17	4	5	3
5. Improve Skills								
a. Basic Skills	5	56	30	26	16	7	4	2
b. Job Readiness Skills	1	8	14	31	13	2	3	2
c. Technology Skills	2	13	16	29	13	3	4	2
6. Increase Human/In-Kind/Materials/ Financial Resources	4	58	40	37	21	7	5	4
7. Improve Student Motivation	5	47	33	31	19	8	3	3
8. Improve Parenting/Parent Involvement	6	31	22	18	13	14	6	4
9. Increase Parent Involvement	5	30	23	18	12	13	5	4
10. Increase Social Services Support	2	11	9	10	7	3	3	4
11. Increase Participation in Post-Secondary Academic Programs	0	2	4	16	4	2	3	3
12. Increase Participation in (Post-Secondary) Vocational Training	0	2	4	20	6	2	3	3
B. CURRICULUM & INSTRUCTION OBJECTIVES								
1. Improve Learning Environment	6	61	31	30	19	8	5	4
2. Enrich Classroom Curriculum								
a. Basic Skills	5	55	30	25	15	7	4	2
b. Math/Science/Technology	2	48	29	29	14	4	4	2
c. Arts/Humanities/Social Sciences	3	46	26	12	12	4	3	1
d. Health/Fitness/Safety	3	42	24	19	13	4	4	2
e. Reading/Language Arts	3	54	26	19	13	4	3	2
f. English Fluency	2	10	9	9	5	4	2	2
C. PROFESSIONAL DEVELOPMENT OBJECTIVES (Teachers/Administrators)								
1. Increase Staff Development	1	5	7	9	4	3	19	14
2. Improve Management of Instruction	1	5	4	5	2	2	12	11
3. Improve Delivery of Instruction	1	5	5	6	3	2	14	10
4. Increase Professional Skills	2	5	5	7	3	2	15	12
D. DISTRICT-WIDE POLICY/PROGRAM INITIATIVES OBJECTIVES (School Reform)								
1. Reduce Dropout Rate	3	24	26	30	15	6	4	3
2. Prevent Substance Abuse	3	27	27	30	16	6	4	4
3. Increase Attendance	3	16	16	18	10	4	3	3
4. Improve School Based Management	1	12	9	9	4	3	4	5
5. Develop Intergenerational Program(s)	2	16	6	8	6	3	2	3
6. Increase Community Awareness/Participation	5	25	23	24	15	9	7	7
7. Increase In-Kind Resource Support	3	31	26	25	15	5	4	5
8. Increase Financial Resources	4	27	26	26	15	5	4	5
9. Reduce Vandalism/Theft	1	5	6	6	3	2	1	1
10. Reduce Suspensions/Expulsions	0	9	10	12	5	1	2	2
11. Improve Health, Nutrition and Safety Habits	4	19	17	17	12	6	4	3
12. Improve Test Scores	2	15	24	14	8	3	2	2

Numbers represent percentage of all school districts with partnerships.

TABLE 3

Partnership Program Activities: Urban, Suburban and Rural Combined

Partnership Program Area	Preschool	Elementary	Middle School	High School	Special Education	Parents	Teachers	Administrators
A. DIRECT STUDENT SUPPORT ACTIVITIES								
1. Mentoring	3	24	20	20	10	4	3	2
2. Tutoring	3	41	25	23	13	5	1	1
3. Scholarships	1	4	3	27	5	2	2	1
4. Student Employment/Work Study	1	3	5	33	10	1	2	1
5. Special Awards Programs/Contests	3	25	23	30	15	5	4	3
6. Job Training & Technical Training/Internships	0	3	5	31	11	2	3	2
7. Career Day Programs/Fairs/Shadowing	1	12	20	39	12	2	4	4
8. Counseling/Special Support Services	3	12	13	20	11	4	3	2
B. CURRICULUM & INSTRUCTION ACTIVITIES								
1. Guest Speakers/Lecturers/Demonstrators	5	43	41	48	20	8	6	5
2. Career Day Programs/Fairs	2	20	25	37	13	4	3	2
3. Special Events/Assemblies	4	54	42	37	20	7	4	4
4. Awards/Incentives	3	28	27	30	16	6	6	3
5. Business and Industry Visitations	1	18	22	40	13	2	6	5
6. Career Shadowing	0	6	10	26	6	1	2	2
7. Tours and Field Trips	5	58	44	43	21	7	5	3
8. Speakers Bureaus	2	12	14	19	8	3	4	3
9. Employment/Internships/Work Study	0	2	4	29	9	1	3	2
10. Specialized Contests	1	12	11	14	6	2	2	1
11. Donations								
a. Equipment	4	33	29	36	17	6	5	3
b. Materials	4	29	27	31	16	6	4	3
c. Transportation	2	9	8	9	5	3	1	1
d. Printing/Mailing	1	7	7	10	5	2	2	3
12. College Courses	0	1	1	8	2	1	3	2
13. Resource Centers/Banks	1	4	4	7	3	1	1	1
14. Research Studies	1	3	3	5	2	1	2	2
15. Design Curriculum/Materials	1	11	11	14	7	7	9	8
C. PROFESSIONAL DEVELOPMENT ACTIVITIES								
1. Awards/Incentive Programs	1	8	7	10	4	1	9	5
2. College Courses	0	2	2	4	1	1	6	4
3. Fellowships/Internships	0	2	2	3	1	3	6	4
4. Grants	2	5	5	7	3	2	9	5
5. Staff Recognition	1	7	7	8	2	2	12	7
6. Executive-on-Loan Program	0	1	1	2	1	1	1	2
7. "Team" Teaching	0	2	3	3	1	0	4	3
8. Leadership/Management Training	0	2	2	3	2	1	7	8
9. Workshops/Conferences	1	4	4	5	2	2	9	7
10. Resource Centers/Banks	0	1	1	2	1	1	4	4
11.Research Studies	1	9	10	13	6	2	4	4
D. DISTRICT-WIDE POLICY/PROGRAM ACTIVITIES								
1. Executive-on-Loan	0	2	2	2	1	0	1	1
2. School Beautification and Pride	3	19	18	17	11	2	2	2
3. Staff Incentives and Recognition	1	9	8	8	5	2	9	6
4. Leadership/Management Training	1	3	4	5	3	1	5	7
5. Consultation Services	1	5	6	8	4	2	5	5
6. Anti-Vandalism Programs	1	3	3	4	2	1	1	1
7. Resource Centers/Banks	1	4	4	4	3	1	1	2
8. School and Community Service	3	22	20	20	12	6	6	6
9. Special Events	3	27	23	22	13	5	4	4
10. Research Studies	0	3	3	4	2	1	2	2
11. Supervision	1	8	4	2	2	1	2	2
12. Clearinghouse/Brokering	0	1	1	1	1	1	1	1
13. Recruit/Coordinate/Allocate Resources	1	4	4	5	3	3	4	4

Numbers represent percentage of all school districts with partnerships.

TABLE 4

Partnership Program Objectives: Urban

Partnership Program Area	Preschool	Elementary	Middle School	High School	Special Education	Parents	Teachers	Administrators
A. DIRECT STUDENT SUPPORT OBJECTIVES								
1. Improve Achievement	19	74	66	68	43	25	16	11
2. Improve Behavior and Attitudes	18	70	64	63	43	23	12	9
3. Improve Grades	12	64	59	58	36	15	8	6
4. Improve Career Awareness	7	49	61	72	38	13	13	11
5. Improve Skills								
a. Basic Skills	13	65	51	51	32	15	6	4
b. Job Readiness Skills	4	22	38	63	36	7	7	5
c. Technology Skills	6	24	37	60	29	9	12	7
6. Increase Human/In-Kind/Materials/ Financial Resources	16	59	55	55	36	21	21	18
7. Improve Student Motivation	16	68	66	66	40	21	9	5
8. Improve Parenting/Parent Involvement	18	40	35	33	26	33	15	3
9. Increase Parent Involvement	17	43	37	35	27	32	13	10
10. Increase Social Services Support	10	27	25	29	18	13	9	9
11. Increase Participation in Post-Secondary Academic Programs	1	5	16	43	10	7	9	8
12. Increase Participation in (Post-Secondary) Vocational Training	1	5	10	43	16	7	8	8
B. CURRICULUM & INSTRUCTION OBJECTIVES								
1. Improve Learning Environment	19	64	5	54	37	24	14	10
2. Enrich Classroom Curriculum								
a. Basic Skills	19	70	57	57	34	22	10	7
b. Math/Science/Technology	8	59	60	62	28	12	13	7
c. Arts/Humanities/Social Sciences	12	55	52	54	28	15	9	5
d. Health/Fitness/Safety	10	56	49	44	26	12	11	7
e. Reading/Language Arts	13	62	52	46	30	15	7	5
f. English Fluency	9	36	33	34	21	12	7	6
C. PROFESSIONAL DEVELOPMENT OBJECTIVES (Teachers/Administrators)								
1. Increase Staff Development	5	24	19	23	11	6	39	26
2. Improve Management of Instruction	4	15	15	18	10	5	24	22
3. Improve Delivery of Instruction	4	18	18	21	12	5	30	19
4. Increase Professional Skills	3	15	15	19	9	5	36	25
D. DISTRICT-WIDE POLICY/PROGRAM INITIATIVES OBJECTIVES (School Reform)								
1. Reduce Dropout Rate	12	41	54	63	30	17	10	8
2. Prevent Substance Abuse	10	59	60	58	35	19	15	14
3. Increase Attendance	10	48	52	56	30	15	8	6
4. Improve School Based Management	7	25	23	24	16	12	16	22
5. Develop Intergenerational Program(s)	3	22	17	18	10	7	5	7
6. Increase Community Awareness/Participation	16	47	49	52	34	29	19	6
7. Increase In-Kind Resource Support	15	44	46	47	30	18	14	13
8. Increase Financial Resources	13	38	40	44	27	17	13	14
9. Reduce Vandalism/Theft	4	14	19	20	10	5	4	4
10. Reduce Suspensions/Expulsions	5	21	31	35	18	10	6	7
11. Improve Health, Nutrition and Safety Habits	17	49	46	45	32	19	13	12
12. Improve Test Scores	10	40	41	41	26	14	7	9

Numbers represent percentage of all urban school districts with partnerships.

TABLE 5

Partnership Program Activities: Urban

Partnership Program Area	Preschool	Elementary	Middle School	High School	Special Education	Parents	Teachers	Administrators
A. DIRECT STUDENT SUPPORT ACTIVITIES								
1. Mentoring	5	43	49	56	20	6	7	6
2. Tutoring	7	60	52	60	26	10	2	2
3. Scholarships	1	9	11	58	10	4	7	5
4. Student Employment/Work Study	8	6	14	63	24	2	4	3
5. Special Awards Programs/Contests	12	55	55	60	32	16	15	9
6. Job Training & Technical Training/Internships	2	10	13	60	27	5	14	7
7. Career Day Programs/Fairs/Shadowing	4	29	50	72	28	8	9	7
8. Counseling/Special Support Services	8	30	34	41	23	11	7	5
B. CURRICULUM & INSTRUCTION ACTIVITIES								
1. Guest Speakers/Lecturers/Demonstrators	10	70	74	79	40	22	24	16
2. Career Day Programs/Fairs	6	40	55	71	30	12	4	5
3. Special Events/Assemblies	10	68	65	63	36	19	13	9
4. Awards/Incentives	8	57	59	63	32	12	13	6
5. Business and Industry Visitations	7	47	57	73	32	9	16	12
6. Career Shadowing	2	19	33	60	18	4	5	4
7. Tours and Field Trips	13	71	66	67	35	16	11	8
8. Speakers Bureaus	8	41	45	49	26	13	13	9
9. Employment/Internships/Work Study	1	6	12	54	21	4	9	3
10. Specialized Contests	1	32	32	37	19	7	6	4
11. Donations								
a. Equipment	13	58	56	62	34	16	14	12
b. Materials	15	59	58	60	33	17	12	10
c. Transportation	8	27	26	27	16	9	2	4
d. Printing/Mailing	7	30	27	29	15	10	7	12
12. College Courses	—	4	3	27	4	3	13	6
13. Resource Centers/Banks	2	14	15	18	6	3	5	7
14. Research Studies	2	9	9	11	4	4	7	8
15. Design Curriculum/Materials	1	16	19	29	12	9	18	15
C. PROFESSIONAL DEVELOPMENT ACTIVITIES								
1. Awards/Incentive Programs	6	26	26	27	14	9	30	16
2. College Courses	1	2	3	10	4	2	15	10
3. Fellowships/Internships	2	6	9	15	5	4	17	9
4. Grants	7	18	18	21	11	3	24	13
5. Staff Recognition	5	23	22	23	12	9	34	22
6. Executive-on-Loan Program	1	2	4	5	2	1	5	7
7. "Team" Teaching	1	10	13	11	3	2	12	6
8. Leadership/Management Training	1	10	9	12	5	4	23	24
9. Workshops/Conferences	2	15	14	19	7	6	31	24
10. Resource Centers/Banks	4	6	7	9	5	5	12	10
11.Research Studies	2	5	5	4	2	3	12	11
D. DISTRICT-WIDE POLICY/PROGRAM ACTIVITIES								
1. Executive-on-Loan	—	3	3	5	2	1	4	1
2. School Beautification and Pride	9	41	38	35	21	12	7	7
3. Staff Incentives and Recognition	7	31	29	30	17	12	26	16
4. Leadership/Management Training	4	12	12	16	9	6	21	23
5. Consultation Services	4	12	14	16	11	7	15	15
6. Anti-Vandalism Programs	3	12	13	12	9	4	3	3
7. Resource Centers/Banks	4	15	14	16	10	5	8	7
8. School and Community Service	10	31	32	35	24	14	11	10
9. Special Events	12	40	39	39	26	15	13	12
10. Research Studies	1	7	7	7	4	3	8	9
11. Supervision	4	12	10	10	7	5	7	8
12. Clearinghouse/Brokering	2	7	7	9	4	4	5	7
13. Recruit/Coordinate/Allocate Resources	8	18	18	20	13	10	15	15

Numbers represent percentage of all urban school districts with partnerships.

National Association of Partners in Education, Inc.

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TABLE 6

Partnership Program Objectives: Suburban

Partnership Program Area	Preschool	Elementary	Middle School	High School	Special Education	Parents	Teachers	Administrators
A. DIRECT STUDENT SUPPORT OBJECTIVES								
1. Improve Achievement	4	62	43	41	20	7	5	3
2. Improve Behavior and Attitudes	3	55	41	38	20	5	4	2
3. Improve Grades	3	50	36	32	16	4	2	2
4. Improve Career Awareness	2	21	28	42	18	2	6	4
5. Improve Skills								
a. Basic Skills	4	54	32	28	14	6	4	3
b. Job Readiness Skills	2	10	16	35	14	3	3	2
c. Technology Skills	2	17	18	35	13	3	4	3
6. Increase Human/In-Kind/Materials/ Financial Resources	3	55	40	38	21	7	6	5
7. Improve Student Motivation	3	46	35	36	17	5	4	3
8. Improve Parenting/Parent Involvement	3	32	24	18	10	12	7	6
9. Increase Parent Involvement	3	30	23	18	10	12	7	5
10. Increase Social Services Support	2	12	10	10	6	3	4	5
11. Increase Participation in Post-Secondary Academic Programs	1	3	5	19	4	4	4	4
12. Increase Participation in (Post-Secondary) Vocational Training	0	3	6	26	7	4	4	4
B. CURRICULUM & INSTRUCTION OBJECTIVES								
1. Improve Learning Environment	5	57	36	33	17	7	4	3
2. Enrich Classroom Curriculum								
a. Basic Skills	4	53	34	25	15	6	5	3
b. Math/Science/Technology	2	50	34	34	15	3	5	2
c. Arts/Humanities/Social Sciences	2	45	30	2	12	2	3	0
d. Health/Fitness/Safety	3	43	27	21	13	4	4	2
e. Reading/Language Arts	2	52	28	21	12	3	3	2
f. English Fluency	3	13	12	10	7	5	3	1
C. PROFESSIONAL DEVELOPMENT OBJECTIVES (Teachers/Administrators)								
1. Increase Staff Development	1	1	7	10	3	3	21	14
2. Improve Management of Instruction	1	5	4	7	2	3	15	13
3. Improve Delivery of Instruction	1	4	4	6	2	3	15	11
4. Increase Professional Skills	4	4	5	8	2	1	16	12
D. DISTRICT-WIDE POLICY/PROGRAM INITIATIVES OBJECTIVES (School Reform)								
1. Reduce Dropout Rate	3	32	33	34	18	8	6	5
2. Prevent Substance Abuse	2	18	20	25	10	5	4	3
3. Increase Attendance	1	7	6	7	4	2	5	5
4. Improve School Based Management	1	16	11	10	0	2	5	5
5. Develop Intergenerational Program(s)	1	16	11	10	6	2	4	3
6. Increase Community Awareness/Participation	3	26	25	25	14	9	9	8
7. Increase In-Kind Resource Support	2	34	28	26	15	5	5	7
8. Increase Financial Resources	3	31	28	28	17	5	4	6
9. Reduce Vandalism/Theft	1	5	6	6	3	1	1	2
10. Reduce Suspensions/Expulsions	0	9	10	12	4	0	1	1
11. Improve Health, Nutrition and Safety Habits	3	20	18	18	12	5	5	4
12. Improve Test Scores	1	13	36	12	7	2	2	2

Numbers represent percentage of all suburban school districts with partnerships.

TABLE 7

Partnership Program Activities: Suburban

Partnership Program Area	Preschool	Elementary	Middle School	High School	Special Education	Parents	Teachers	Administrators
A. DIRECT STUDENT SUPPORT ACTIVITIES								
1. Mentoring	3	23	21	24	10	5	4	3
2. Tutoring	3	42	24	24	12	4	2	1
3. Scholarships	1	4	4	32	5	3	2	2
4. Student Employment/Work Study	0	1	3	39	10	1	2	2
5. Special Awards Programs/Contests	2	25	25	33	15	5	5	3
6. Job Training & Technical Training/Internships	0	3	5	35	11	2	4	2
7. Career Day Programs/Fairs/Shadowing	1	14	24	45	13	3	5	4
8. Counseling/Special Support Services	3	14	15	25	11	6	6	4
B. CURRICULUM & INSTRUCTION ACTIVITIES								
1. Guest Speakers/Lecturers/Demonstrators	4	46	45	52	22	8	6	4
2. Career Day Programs/Fairs	1	22	27	41	16	4	5	3
3. Special Events/Assemblies	3	53	41	37	20	6	5	4
4. Awards/Incentives	2	29	29	32	16	5	8	4
5. Business and Industry Visitations	1	18	23	46	15	2	8	5
6. Career Shadowing	0	5	10	29	8	1	4	3
7. Tours and Field Trips	4	61	46	47	24	7	7	3
8. Speakers Bureaus	1	12	14	21	8	3	4	3
9. Employment/Internships/Work Study	0	2	4	36	10	1	4	2
10. Specialized Contests	1	15	15	17	8	2	3	2
11. Donations								
a. Equipment	3	37	32	39	19	5	4	3
b. Materials	3	33	30	36	18	5	3	3
c. Transportation	1	9	8	10	6	3	1	1
d. Printing/Mailing	1	8	9	13	6	2	3	3
12. College Courses	0	1	1	10	1	1	3	2
13. Resource Centers/Banks	1	5	5	8	3	2	2	2
14. Research Studies	1	3	4	6	2	2	3	3
15. Design Curriculum/Materials	1	13	13	18	9	9	10	9
C. PROFESSIONAL DEVELOPMENT ACTIVITIES								
1. Awards/Incentive Programs	—	7	7	10	4	1	10	6
2. College Courses	0	2	2	5	2	1	7	4
3. Fellowships/Internships	0	1	1	3	1	1	7	4
4. Grants	1	6	6	7	4	2	10	7
5. Staff Recognition	1	7	8	8	0	1	13	7
6. Executive-on-Loan Program	0	1	2	3	1	1	1	1
7. "Team" Teaching	0	2	3	3	1	0	4	3
8. Leadership/Management Training	0	1	1	2	0	0	8	8
9. Workshops/Conferences	1	3	3	4	1	1	4	3
10. Resource Centers/Banks	0	1	1	1	1	0	7	5
11.Research Studies	2	20	23	29	12	5	4	4
D. DISTRICT-WIDE POLICY/PROGRAM ACTIVITIES								
1. Executive-on-Loan	0	3	3	2	1	0	1	1
2. School Beautification and Pride	2	20	18	17	11	3	2	2
3. Staff Incentives and Recognition	1	9	9	8	4	2	11	5
4. Leadership/Management Training	0	3	3	4	3	1	5	7
5. Consultation Services	0	6	6	9	4	2	6	5
6. Anti-Vandalism Programs	1	4	4	4	4	2	1	1
7. Resource Centers/Banks	0	4	4	4	3	1	1	1
8. School and Community Service	2	25	22	22	13	5	7	6
9. Special Events	2	29	23	22	13	4	5	5
10. Research Studies	0	4	4	4	2	1	2	2
11. Supervision	0	9	5	2	1	1	2	1
12. Clearinghouse/Brokering	0	1	1	1	1	1	1	1
13. Recruit/Coordinate/Allocate Resources	1	4	4	6	3	3	3	4

Numbers represent percentage of all suburban school districts with partnerships.

TABLE 8

Partnership Program Objectives: Rural

Partnership Program Area	Preschool	Elementary	Middle School	High School	Special Education	Parents	Teachers	Administrators
A. DIRECT STUDENT SUPPORT OBJECTIVES								
1. Improve Achievement	6	67	32	27	20	8	4	2
2. Improve Behavior and Attitudes	5	58	26	21	16	7	2	1
3. Improve Grades	4	49	26	19	15	6	2	1
4. Improve Career Awareness	2	16	19	28	12	5	3	2
5. Improve Skills								
a. Basic Skills	5	57	26	21	15	6	3	2
b. Job Readiness Skills	—	4	10	22	10	1	2	1
c. Technology Skills	1	7	11	21	10	1	2	1
6. Increase Human/In-Kind/Materials/ Financial Resources	3	60	37	34	18	4	3	2
7. Improve Student Motivation	6	45	27	22	17	7	2	2
8. Improve Parenting/Parent Involvement	6	29	20	16	13	12	3	3
9. Increase Parent Involvement	5	29	21	15	12	11	3	3
10. Increase Social Services Support	2	8	6	7	7	2	2	2
11. Increase Participation in Post-Secondary Academic Programs	—	2	2	10	2	1	2	2
12. Increase Participation in (Post-Secondary) Vocational Training	—	1	2	13	4	1	2	1
B. CURRICULUM & INSTRUCTION OBJECTIVES								
1. Improve Learning Environment	6	64	29	24	18	7	5	4
2. Enrich Classroom Curriculum								
a. Basic Skills	5	54	24	21	12	5	2	1
b. Math/Science/Technology	2	45	22	21	11	3	3	1
c. Arts/Humanities/Social Sciences	3	46	20	15	10	4	2	1
d. Health/Fitness/Safety	2	39	18	14	11	3	2	2
e. Reading/Language Arts	3	54	21	13	11	3	2	2
f. English Fluency	2	5	4	5	2	2	1	1
C. PROFESSIONAL DEVELOPMENT OBJECTIVES (Teachers/Administrators)								
1. Increase Staff Development	1	5	6	6	3	2	16	13
2. Improve Management of Instruction	—	3	3	3	1	0	9	8
3. Improve Delivery of Instruction	0	4	4	4	2	1	10	8
4. Increase Professional Skills	1	4	4	4	3	1	12	10
D. DISTRICT-WIDE POLICY/PROGRAM INITIATIVES OBJECTIVES (School Reform)								
1. Reduce Dropout Rate	2	15	17	22	10	3	1	1
2. Prevent Substance Abuse	3	29	29	29	17	5	2	3
3. Increase Attendance	3	20	20	21	12	4	2	1
4. Improve School Based Management	1	7	6	7	5	2	2	2
5. Develop Intergenerational Program(s)	2	15	1	5	5	2	1	2
6. Increase Community Awareness/Participation	4	22	19	19	12	7	5	5
7. Increase In-Kind Resource Support	2	28	22	20	13	4	3	3
8. Increase Financial Resources	3	22	22	21	12	4	2	3
9. Reduce Vandalism/Theft	1	4	4	4	3	1	0	0
10. Reduce Suspensions/Expulsions	—	7	7	9	4	1	1	1
11. Improve Health, Nutrition and Safety Habits	3	14	13	12	9	4	2	2
12. Improve Test Scores	2	13	12	12	7	3	1	1

Numbers represent percentage of all rural school districts with partnerships.

TABLE 9

Partnership Program Activities: Rural

Partnership Program Area	Preschool	Elementary	Middle School	High School	Special Education	Parents	Teachers	Administrators
A. DIRECT STUDENT SUPPORT ACTIVITIES								
1. Mentoring	2	23	16	13	8	2	2	2
2. Tutoring	3	39	22	17	13	4	1	0
3. Scholarships	—	2	2	20	4	0	1	0
4. Student Employment/Work Study	1	3	4	25	9	1	1	1
5. Special Awards Programs/Contests	2	21	18	22	13	3	2	2
6. Job Training & Technical Training/Internships	—	2	4	23	8	1	2	2
7. Career Day Programs/Fairs/Shadowing	—	8	14	30	9	1	2	3
8. Counseling/Special Support Services	2	8	9	13	9	2	1	1
B. CURRICULUM & INSTRUCTION ACTIVITIES								
1. Guest Speakers/Lecturers/Demonstrators	5	37	34	39	16	6	4	4
2. Career Day Programs/Fairs	2	16	20	30	9	3	2	1
3. Special Events/Assemblies	4	53	39	34	17	6	3	3
4. Awards/Incentives	3	24	22	23	13	5	4	2
5. Business and Industry Visitations	1	15	18	30	9	2	4	3
6. Career Shadowing	0	4	7	18	4	1	1	1
7. Tours and Field Trips	4	55	39	37	16	5	3	3
8. Speakers Bureaus	2	7	10	13	6	2	3	3
9. Employment/Internships/Work Study	0	2	2	21	7	1	2	1
10. Specialized Contests	1	7	5	8	3	2	1	1
11. Donations								
a. Equipment	4	26	23	30	14	5	4	3
b. Materials	4	22	21	23	12	5	3	3
c. Transportation	2	6	6	5	3	2	1	1
d. Printing/Mailing	0	4	4	6	2	2	1	2
12. College Courses	0	1	1	5	1	1	3	2
13. Resource Centers/Banks	—	3	3	5	2	0	0	0
14. Research Studies	—	2	2	4	2	0	1	1
15. Design Curriculum/Materials	0	9	8	9	5	5	7	7
C. PROFESSIONAL DEVELOPMENT ACTIVITIES								
1. Awards/Incentive Programs	0	7	6	9	3	1	6	3
2. College Courses	—	1	1	3	0	1	5	4
3. Fellowships/Internships	—	1	1	2	1	4	4	3
4. Grants	1	3	3	6	2	1	7	3
5. Staff Recognition	1	5	5	5	3	2	8	5
6. Executive-on-Loan Program	0	1	1	1	1	0	1	1
7. "Team" Teaching	—	1	1	1	—	0	3	2
8. Leadership/Management Training	0	1	2	2	2	1	5	7
9. Workshops/Conferences	1	3	4	4	2	2	10	8
10. Resource Centers/Banks	—	1	1	1	1	0	2	2
11.Research Studies	—	1	1	1	1	0	2	3
D. DISTRICT-WIDE POLICY/PROGRAM ACTIVITIES								
1. Executive-on-Loan	—	1	1	1	1	—	0	0
2. School Beautification and Pride	2	16	15	15	10	0	2	2
3. Staff Incentives and Recognition	0	6	5	6	4	1	6	5
4. Leadership/Management Training	0	3	3	3	2	1	3	4
5. Consultation Services	0	4	5	7	3	1	3	3
6. Anti-Vandalism Programs	0	1	1	2	1	1	0	1
7. Resource Centers/Banks	0	3	3	3	2	1	0	1
8. School and Community Service	3	18	17	15	10	5	5	5
9. Special Events	2	25	20	19	12	4	2	3
10. Research Studies	—	3	2	3	1	0	1	1
11. Supervision	1	7	3	2	2	1	1	2
12. Clearinghouse/Brokering	—	—	—	0	—	0	1	1
13. Recruit/Coordinate/Allocate Resources	1	3	3	3	2	1	3	3

Numbers represent percentage of all rural school districts with partnerships.

Appendix C

Copy of Survey

NATIONAL ASSOCIATION OF PARTNERS IN EDUCATION
NATIONAL SCHOOL DISTRICT PARTNERSHIP PROGRAM SURVEY
FALL 1990

DIRECTIONS: Please take 10 minutes of your time to complete the Partnership Survey for your school district. To complete the chart below check (✓) Target Groups at right that relate to your partnership's objectives and activities. For further assistance in filling out this survey, please call us at (703) 836-4880.

1. Is the area served by your school district primarily: ☐ Urban ☐ Suburban ☐ Rural
2. Did your district have any school volunteer/business partnership programs in the 1989-90 school year?
   ☐ Yes (Please continue) ☐ No (You have finished the Survey)
3. Approximate number of volunteers in your partnership. _____
4. Approximate dollar value of goods and services (if any) $_____
5. Who are your district's partners? (check all applicable)
   - ☐ Large Corporation (500 + employees)
   - ☐ Medium Corporation (50 to 500)
   - ☐ Small Business (less than 50)
   - ☐ Business Association (Chamber of Commerce, etc.)
   - ☐ Professional Organization
   - ☐ Civic Organization or Service Club
   - ☐ Labor Organization
   - ☐ Health Care Organization
   - ☐ Foundation
   - ☐ Museum or other Cultural Organization
   - ☐ Armed Services
   - ☐ College or University (4 year)
   - ☐ Community College
   - ☐ Religious Organization
   - ☐ Parent Organization
   - ☐ Retiree Organization
   - ☐ Public/Private School
   - ☐ Government Agency
   - ☐ Public Service Agency (utility, transportation, etc.)
   - ☐ Media/publishing
   - ☐ Other
6. Do you have a coordinator for your partnership program(s)? (please print)

Name_____ Title_____

Address_____

Phone_____

PARTNERSHIP PROGRAM AREAS	Preschool	Elementary	Middle School	High School	Special Ed.	Parents	Teachers	Administration
A. DIRECT STUDENT SUPPORT								
1. OBJECTIVES								
a. Improve Achievement								
b. Improve Behavior and Attitudes								
c. Improve Grades								
d. Improve Career Awareness								
e. Improve Skills								
1) Basic Skills								
2) Job Readiness Skills								
3) Technology Skills								
f. Increase Human/In-kind/Materials/Financial Resources								
g. Improve Student Motivation								
h. Improve Parenting/Parent Involvement								
i. Increase Parent Involvement								
j. Increase Social Services Support								
k. Increase Participation in Post-Secondary Academic Programs								
l. Increase Participation in (Post-Secondary) Vocational Training Programs								
2. ACTIVITIES								
a. Mentoring								
b. Tutoring								
c. Scholarships								
d. Student Employment/Work Study								
e. Special Awards Programs/Contests								
f. Job Training & Technical Training/Internships								
g. Career Day Programs/Fairs/Shadowing								
h. Counseling/Special Support Services								
B. CURRICULUM & INSTRUCTION								
1. OBJECTIVES								
a. Improve Learning Environment								
b. Enrich Classroom Curriculum								
1) Basic Skills								
2) Math/Science/Technology								
3) Arts/Humanities/Social Sciences								
4) Health/Fitness/Safety								
5) Reading/Language Arts								
6) English Fluency								

PARTNERSHIP PROGRAM AREAS	Preschool	Elementary	Middle School	High School	Special Ed.	Parents	Teachers	Administration
2. ACTIVITIES								
a. Guest Speakers/Lecturers/Demonstrators								
b. Career Day Programs/Fairs								
c. Special Events/Assemblies								
d. Awards/Incentives								
e. Business and Industry Visitations								
f. Career Shadowing								
g. Tours and Field Trips								
h. Speakers Bureaus								
i. Employment/Internships/Work Study								
j. Specialized Contests								
k. Donations:								
1) Equipment								
2) Materials								
3) Transportation								
4) Printing/Mailing								
l. College Courses								
m. Resource Centers/Banks								
n. Research Studies								
o. Design Curriculum/Materials								
C. PROFESSIONAL DEVELOPMENT (TEACHERS/ADMINISTRATORS)								
1. OBJECTIVES								
a. Increase Staff Development								
b. Improve Management of Instruction								
c. Improve Delivery of Instruction								
d. Increase Professional Skills								
2. ACTIVITIES								
a. Awards/Incentive Programs								
b. College Courses								
c. Fellowships/Internships								
d. Grants								
e. Staff Recognition								
f. Executive-On-Loan Program								
g. "Team" Teaching								
h. Leadership/Management Training								
i. Workshops/Conferences								
j. Resource Centers/Banks								
k. Research Studies								
D. DISTRICT-WIDE POLICY/PROGRAM INITIATIVES (School Reform)								
1. OBJECTIVES								
a. Reduce Dropout Rate								
b. Prevent Substance Abuse								
c. Increase Attendance								
d. Improve School Based Management								
e. Develop Intergenerational Program(s)								
f. Increase Community Awareness/Participation								
g. Increase In-kind Resource Support								
h. Increase Financial Resources								
i. Reduce Vandalism/Theft								
j. Reduce Suspensions/Expulsions								
k. Improve Health, Nutrition and Safety Habits								
l. Improve Test Scores								
2. ACTIVITIES								
a. Executive-on-Loan								
b. School Beautification and Pride								
c. Staff Incentives and Recognition								
d. Leadership/Management Training								
e. Consultation Services								
f. Anti-Vandalism Programs								
g. Resource Centers and Banks								
h. School and Community Service								
i. Special Events								
j. Research Studies								
k. Supervision								
l. Clearinghouse/Brokering								
m. Recruit/Coordinate/Allocate Resources								

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